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ABSTRACT

An instructional component was developed for a Master's degree preparatory program in educational administration that was designed around cohort student groups and cohort teaching. The cohort teaching block was developed for the instructional block on the "Principal as Instructional Leader" to include professors from educational administration and curriculum and instruction. Textbooks and class content were selected to enhance the ability of instructional leaders to articulate theories that motivate the approaches they encourage their own staffs to embrace. The integrated interaction of the cohort teachers also models the nature of the topics covered in class. The interaction between the instructors demonstrates that different areas of expertise can be used for problem solving. Effective schools' research and expectancy theory are used in the course in discussions of the principal's role. The instructors also examine the classes from the standpoint of researchers, assessing growth in student attitudes and knowledge. Four appendixes contain documents used in the course, including a discussion of a principal's leadership platform, a summary of principles of instructional leadership, some effective teaching research findings, and a discussion of what principals should know. (SLD)

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ED 427 074

Integrating Curriculum and Instruction: Administrative Practice to Create New Educational Leaders

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TM029455

A paper presented at the annual meeting of the Mid-South Educational Research Association in New Orleans, Louisiana, November 4-6, 1998

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Background

This research project grew out of the need to pilot an instructional component for a newly designed Master's Degree preparatory program in educational administration that has been designed around cohort student groups and cohort teaching and has been scheduled to be implemented in the summer of 1999. This preparatory program was designed around three integrated instructional blocks of 12 credit hours each, followed by a 6-12 credit hour internship experience. Within the instructional blocks of this degree program students have been configured to travel in cohort groups that have been scheduled to have their instructional components delivered by cohort teaching groups. The three specific instructional blocks have been designated as (a) the Landscape of Leadership, (b) the Principal as Instructional Leader, and (c) the Principal as Manager.

It was within the second block, the Principal as Instructional Leader, that a pilot experience of a cohort teaching format was expanded to provide for the integration of an instructional delivery format to include professors from both educational administration and curriculum and instruction, with specific emphasis being placed on literacy, i.e., reading and writing across content areas within the context of K-12 education. The choice of such an endeavor was premised on the belief and conviction that in order for school site administrators to be truly functional as on-site instructional leaders, it was essential for them to acquire a knowledge base relative to areas associated with effective instructional delivery and the expectation that all children can learn and all children will learn. The latter having as its expectation / emphasis that when teachers teach, children learn and when children do not learn it is the educator's responsibility to reteach the material using different instructional strategies so that students experience success in the learning arena.

In order to determine the appropriateness of such a delivery model, the current

on-going study was designed for implementation beginning in the summer of 1998, when delivery to three different sections of an educational administration course titled, "Organization and Administration of Secondary Schools". This was followed by the continuation of the pilot study within the same course configuration during the current Fall semester.

The remainder of this paper has been designed to present the conceptual-zation of this cohort teaching model organized to accommodate a collegual integrated thematic approach between professors from different departments, i.e., educational administration and curriculum and instruction.

Integrated Thematic Instruction

In this section we will discuss the principles that not only ground our own theoretical beliefs but guide our subsequent practices. Our approach in front of our own students has derived from the very values that remain inherent in both of us. We have attempted, and continue to attempt , to overstep the traditional boundaries of the classroom. Not only do we overstep the boundaries, but we question the very limiting margins themselves. As we question these margins, we ask our students to join with us in the inquiry.

In Block II, "The Principal as Instructional Leader", our commitment to blurring the margins begins with the texts assigned. In this section we use excerpts from 4 texts: Lies My Teacher Told Me by James Loewen, Apprenticeship in Thinking by Barbara Rogoff, Possible Lives by Mike Rose, and Secondary Classroom Management by Carol Weinstein. The Rogoff book focuses on the theoretical aspects of how students learn; the Weinstein book is one of the textbooks used in USM's undergraduate general methods of teaching course and discusses the theory and practices of classroom management and how they inform the tenacious area of

student discipline; the Loewen book challenges every traditional secondary textbook that covers history; and the Rose book discusses his year of witnessing some of the best practices of teachers at every level in our nation's schools. We use the excerpts from these texts as the springboard for class discussion.

Our belief is that principals as instructional leaders must be aware of and have the ability to articulate the theories that motivate the approaches they are encouraging their own staff to embrace. This allows them to emerge with a clear understanding of how students learn, rather than emerging with a bag of tricks to use. "Trick bag" approaches seem thin in that they give little account of why, when, or whether a teacher should use a particular instructional procedure. Teachers should know the theories that motivate their practice in order to make informed decisions about how to organize their classes and plan instruction for particular groups of students.

We also discuss and model the belief that teaching should not be a stagnated and isolated "event". Our own integrated interaction in the class demonstrates the very nature of the topics that we cover in the class. We do not walk into the class with any pre-set script. What we do walk into the class with, however, is an agreed upon set of beliefs on what constitutes learning - an active process where connections are made in the context of involved participation; in other words, a situated meaningful activity that encompasses a variety of themes and practices.

We usually begin the class with a discussion of the Loewen excerpt that challenges several traditional historical accounts of people and events. What normally occurs is an eruption of controversy about the topics covered. In the ensuing debate, most class members remain vocally involved. This realistic demonstration of critical thinking skills allows us to fan the fires of the debate, ultimately pointing out that the purpose was to allow the class to realistically engage in vital critical thinking skills. We us the word "vital" to emphasize that, again, learning is not a passive process.

From the focus on Loewen, we move into theoretical perspectives involving the

Rogoff contribution, and then bring in Weinstein and the ties of content and pedagogy that directly effect the crucial area of classroom management and student discipline. We maintain content, pedagogy, and management all equally depend on excellent practice in order to be successfully carried out and maintained. Again, since we set-up a student "risk free" environment in our own class with these future administrators, we ask them to think about how an environment such as this can positively inform their own classes and schools. Where Weinstein discussed important issues and practices in effective classroom management, Rose emphasized these effective components when characterizing the schools, classes, and teachers that he visited when recounting these experiences in Possible Lives. He also underscored the idea that a classroom is a community of learners where many different talents and perspectives can be brought into positive play.

As instructors in this class, we don't personally claim to be carbon copies of one another, despite our agreed upon theoretical premises and practices. Through our own collaborative efforts in and out of the classroom, we demonstrate that different areas of expertise can be capitalized upon to work towards problem solving and solutions. Moreover our goal is not to serve only a type of lip service praise to the benefits of collaborative learning but to actually engage in what we purport to be essential to learning. In teacher education related classes at the undergraduate and graduate levels, we ironically often emphasize the importance of varied instructional collaborations, but conduct these discussions in isolation from our own colleagues. We tell our students that we should be teaching for life skills through critical thinking, yet we never allow our students to step outside of the prescribed box of traditional methods within the walls of the university classroom and actually think for themselves. With this in mind, we show that learning can often be positively and experientially furthered through banishing a classroom where the instructor claims to hold discussions, yet in these "discussions", asks students a series of questions that are

only "correct" if they meet the instructor's predetermined answers. In carrying out this idea of teaching for life, we try to show that instructional delivery and content should not be isolated events in stand alone courses. If life is an interdisciplinary experience, then it only makes sense that our personal instructional beliefs and offered courses should reflect this as well.

Contextual Components of Instruction

Inserted into the overall content of this course dealing with the organization and administration of secondary schools are presentations and group discussions led by the identified cohort instructors dealing with the following issues pertinent to a principal's functioning as an instructional leader, namely:

1. Findings from the arena of "effective schools research" addressing such areas as instructional leadership characteristics, effective school climate/environment characteristics, instructional program characteristics, associated assessment strategies, and characteristics associated with effective teachers;
2. The evolution and impact of "expectancy theory" on how education has been delivered and how that delivery should change to fit the current era that embodies the expectation that "All children can learn", with the emphasis that "All children will learn";
3. The principal's role responsibilities as an instructional leader in today's educational environment relative to such areas/issues as: (a) curriculum development, (b) development of and implementation of instructional practices, (c) staff development, (d) high visibility within the building and community, (e) providing appropriate instructional resources, and (f)

communications of the schools vision / culture to teachers, students, and parents/community members;

4. The principal's role, activities, and responsibility in modeling the vision / culture of the school ;
5. The need and responsibility for the principal to model open communications in such areas as: (a) staff decision making, and (b) staff evaluation practices;
6. The principal's need to actively model instructional commitment via such activities as: (a) being sought out for instructional concerns and problems by staff members, (b) working collaboratively with staff in formative assessment practices, (c) active involvement with staff in interpretation of student achievement results/data; creating an environment of risk-taking within the instructional setting for teachers and students, and (d) active participation with staff and community in curriculum evaluation and developmental activities, and finally
7. The importance for instructional leaders to be knowledgeable about and versed in such areas as: (a) study skill strategies, (b) teaching styles, (c) student learning styles, (d) higher level thinking skills, (e) the taxonomy of questioning strategies, (f) time management strategies, (g) the importance of monitoring and preserving instructional time, (h) knowledge of curriculum development practices, (i) knowledge of and commitment to integrated instructional opportunities and strategies, (j) commitment to appropriate integration of exceptional students into the regular instructional program, and (k) knowledge of and the ability to work with staff to infuse such models as "Dimensions of Learning" into the school's instructional delivery format.

Preliminary Observations / Concluding Comments

We are also monitoring these classes with researcher eyes as well. One of our research activities involves the students in a pre- and post-test attitudinal survey covering the four components:

1. What do you see as the skills, dispositions, and attributes that an instructional leader should possess to work within the secondary school environment?
2. Describe a successful secondary school classroom, i.e., if you were to look in on a classroom what would you expect to see going on?
3. What do you perceive as the function and role of literacy skills such as reading and writing across content skill areas within the secondary school environment?
4. Describe in your view the ideal secondary school teacher.

Our preliminary discoveries indicate that when these students answer these questions at the end of the semester, their answers encompass a far more acute reflection of what contemporary classrooms need.

Not only are their responses longer and more thought-out, but they nonsurprisingly personalize their own beliefs about best instructional practices. Areas include the type of physical and emotional environments needed in the classroom, they appear to embrace our quest for more interdisciplinary collaborations within the school and come up with innovative ideas of their own. They stress the word "active" more in their responses and discuss how these activities can be modeled and monitored. In addition, one other noticeable change is their accounts of how the Instructional leader must be an active participant, in many capacities, in the school guiding his/her faculty into informed dismantling of many stagnant and strangling beliefs and practice associated with instruction. Their responses also reflect an

enthusiasm for areas traditionally left unexplored, with a commitment to visit these areas and work towards educational reform.

What follows are a series of documents that are used in the previously described course in educational administration. They do not represent all documents that are used in this course but rather a sampling of some of the more significant documents that directly relate to the issue of the principal as an instructional leader (See Appendices A, B, C, and D).

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Appendix A

Leadership Platform

EDA 634 - Organization and Administration of Secondary Schools

Leadership Platform

As a way of integrating your experiences and determining your perspectives about the principalship, you are to prepare a written document describing your views about important factors that administrators need to attend to in running their schools. In short, this will be your leadership platform as an educator and future leader.

The factors you will address are the seven areas comprising the Framework of Instructional Leadership. In a sense, you are conducting a self-interview. This is not a text since there are not any definite right or wrong answers. Rather, it is a chance for you to state your intentions as a future administrator / leader and to indicate areas you still are unclear about and on which you need further clarification. By reflecting on your preparation to this point, you can begin to make informed choices about possible types of (field-based) experiences to become involved in to fill voids in your learning.

Listed below are the seven areas to consider and suggestions of the types of issues to address in putting together your leadership platform. Use the one page framework (see last page of this document) to stimulate ideas for each of the seven areas. Besides addressing these seven areas, you are to consider aspects of your present and future preparation that are responsible for shaping your views.

1. **Student Outcomes**: What are the types of skills, attitudes, and feelings you want students to possess?

2. **Instructional Climate**: What type of climate is needed to support the student outcomes you listed above? What evidence will you have that the desired climate is in place and operating at the level of quality you desire?

3. **Instructional Organization**: How will instruction be organized and delivered to support the type of climate and student outcomes you desire?

4. **Principal's Routine Behaviors**: What activities will you engage in to ensure that the types of instructional organization, climate, culture, and student outcomes you desire actually occur?

5. **Community**: How will you involve parents in the school's affairs?

6. **Beliefs and Experiences**: What is your philosophy of education (e.g., beliefs about learning, students, parents, teachers)? How will you communicate this philosophy to students, parents, teachers, community

members, and district personnel?

7. **Instructional Context:** What types of support will you request from district personnel? What other outside sources of financial support will you try to obtain for your school?

8. **Present Preparation:** To this point in your administrative preparation, what experiences and/or materials have influenced your development as a future educational leader (administrator)? Which have you found to be the most and least productive?

9. **Future Preparation and Development:** What additional skills, attitudes, and values do you feel you need to develop before becoming an educational leader (administrator)? What other experiences will you need to engage in to continue your professional development as an educator and leader (administrator) after your involvement in this preparation program has ended?

COMMUNITY
- Locale
- SES
- Ethnic Composition
- Translency
- Parent Support

BELIEFS & EXPERIENCES
- Professional Experiences
- Personal History
- Philosophy of Schooling

INSTITUTIONAL CONTEXT
- District Programs
- State Programs
- Federal Programs
- Professional Affiliations

PRINCIPAL'S ROUTINE BEHAVIORS
- Goal Setting and Planning
- Monitoring
- Evaluating
- Communicating
- Scheduling, Allocating Resources and
- Organizing
- Staffing
- Modeling
- Governing
- Filling In

INSTRUCTIONAL CLIMATE
- Physical Plant
- Social Curriculum
- Discipline
- Interrelationships
  - Students, Staff
  - Community

INSTRUCTIONAL ORGANIZATION
- Academic Curriculum
- Structures and Placement
  - Class Structure
  - Assignment of Students
  - Student Evaluation & Promotion
- Pedagogy
  - Teaching Techniques
  - Homework
  - Grouping
- Staff Development
  - Evaluation
  - In-Service

STUDENT OUTCOMES
- Achievement
- Self-esteem
- Responsibility
- Citizenship
- Attitudes Toward Learning

Figure 1, Framework of Instructional Leadership

Appendix B

Instructional Leadership

INSTRUCTIONAL LEADERSHIP

1. **The Principal's Role**

1.1 Historically responsibilities have been budgeting, parent problems, discipline, maintenance, reports, and yearly evaluation of staff.

1.2 The Principal Today is the Instructional Leader of a building, responsible for:

- 1.2.1 Curriculum Development
- 1.2.2 Development of Instructional Practices
- 1.2.3 Staff Development
- 1.2.4 Visibility
- 1.2.5 Instructional Resources
- 1.2.6 Communication

2. **Modeling the Vision - A Principal Should:**

2.1 Set Personal Goals for Himself /Herself and Share Knowledge with Staff:

- 2.1.1 Make 15 minute presentations at already scheduled staff meetings
- 2.1.2 Condense research articles into briefs
- 2.1.3 Facilitate video presentations

2.2 Assist Staff with Goal Setting:

- 2.2.1 Encourage Staff in their professional and personal development
- 2.2.2 Use personnel as staff developers and peer coaches

2.3 Sharing the Vision with Parents:

- 2.3.1 Assemblies, parent coffees (in-school or in-homes) weekly written or phone communications

2.4 Students Know the Vision:

- 2.4.1 Principal Participates in:
  - 2.4.1.1 Independent reading time
  - 2.4.1.2 Tutor sessions
  - 2.4.1.3 Sharing learning with students, i.e., participating in an art lesson

2.4.2 Principal Is Just as Visible In:

2.4.2.1 Gifted classrooms
2.4.2.2 Learning disability classrooms
2.4.2.3 Emotional handicapped classrooms
2.4.2.4 Behavioral handicapped classrooms

2.5 Sharing the Vision with the Community through:

2.5.1 Lunches at school
2.5.2 Posting information in a Community Calendar
2.5.3 Presentations to community organizations and businesses

3. Modeling Open Communications

3.1 Staff Involvement in Decision Making:

3.1.1 Taking constructive criticism professionally
3.1.2 Applying staff input to changes in strategies and practices

3.2 Staff Evaluations:

3.2.1 Guiding staff in sharing their visions and goals
3.2.2 Providing on-going feedback through:

3.2.2.1 Many visitations to classrooms
3.2.2.2 Using pre and post observation conferences

3.3 Parent / Community Communications:

3.3.1 Creating an environment that allows a feeling that input is welcome and will be considered

3.4 Characteristics of a Good Communicator:

3.4.1 Mastered confrontation - never takes it personally
3.4.2 Possesses active listening skills
3.4.3 Facilitates leaderless groups -- refrains from giving personal opinions too often
3.4.4 Can talk to community in a knowledgeable way -- always addresses issues with honesty -- even when he/she has to say that the issue isn't discussable

4. **Resources:**

4.1 Knowledgeable of Current Research and New Instructional Techniques

4.2 Handles the budget as a means not a restraint

4.2.1 District / building funding
4.2.1 PTO / Community organization funding
4.2.2 Business partnerships
4.2.3 Grants

5. **Modeling Instruction:**

5.1 Being Sought for Instructional Concerns and Problems

5.1.1 Observing students
5.1.2 Team-teaching / modeling instructional techniques

5.2 Evaluation for Improvement

5.2.1 Utilizes formative assessment practices

5.2.1.1 Goal / job targets for individual improvement
5.2.1.2 Narrative formative assessment techniques

5.3 Interpretation of Test Results

5.3.1 Works with staff on analysis of test data
5.3.2 Works with staff to plan appropriate activities using test data
5.3.3 Informs other staff, administration, and community of test analysis

5.4 Encouraging Risk-Taking in Instructional Delivery

5.4.1 Supports innovative delivery approaches based upon best practice
5.4.2 Works with staff to employ action research in instructional delivery
5.4.3 Works with staff to establish instructional goals
5.4.4 Employs a variety of feedback strategies to assess instructional delivery

5.5 Curriculum

5.5.1 Encourages staff in cooperative/colleagual efforts
5.5.2 Has knowledge of curriculum design and structure

6. **Changes for Instructional Leadership:**

6.1 University Courses to Include Such Topics as:

6.1.1 Study skills strategies
6.1.2 Teaching styles
6.1.3 Student learning styles
6.1.4 Higher level thinking skills
6.1.5 Taxonomy of questioning
6.1.6 Principals of learning
6.1.7 Time management strategies
6.1.8 Instructional time on task analysis
6.1.9 Curriculum development processes
6.1.10 Integrated thematic instructional opportunities
6.1.11 Curriculum auditing
6.1.12 Integrating the exceptional student into regular classrooms
6.1.13 Implementing ASCD's "Dimensions of Learning"

6.2 Managerial Demands by Cooperation

6.2.1 Site-based management
6.2.2 Total quality management
6.2.3 Collaboration efforts
6.2.4 Consensus building strategies
6.2.5 Delegating strategies

6.3 Evaluation of Principals Needs to Be Restructured

6.3.1 Goal-setting strategies for self-analysis
6.3.2 Utilization of a variety of data collection vehicles for self assessment
6.3.3 Collaboration with the superintendent
6.3.4 Formative assessment for growth and development

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Appendix C

Effective Teaching Research Findings

EFFECTIVE TEACHING RESEARCH FINDINGS

What makes a good classroom teacher? What do good teachers do that makes them more effective in the classroom? What qualities, characteristics, or techniques make such teachers so super?

The goal of effective teaching is usually viewed as being higher student achievement. In most school districts throughout the United States, student achievement is measured by standardized test performance. Yet, it can be argued that there is an additional component to effective teaching that cannot be measured by standardized tests. Good teachers usually bolster students' self-esteem and spark a love for learning and that is an area that is very hard, if not impossible to divine through pre- and post-test data. There is no doubt today as in the past that students whose teachers inspire in them a love of learning will always be ready to study new material and make necessary career changes. It is through such means that effective teachers have a major impact on students and their futures.

During the 1970's many educational researchers set out to test the proposition that what happened in a student's home was central to achievement and that nothing that schools or teachers did could change that reality. Their research efforts confirmed that indeed schools can and do make a difference, especially schools with strong leadership, high expectations, and an orderly environment (climate). According to Jane Roberts of the Philadelphia-based Research for Better Schools Incorporated, all the generated studies were saying such things as: *"If you believe students can succeed,I if the teachers are well organized, if what you want to teach really fits with the tests... if expectations are stated very clearly, if there are consistent rules and teachers assign homework regularly... then children will learn more. Researchers were saying things that intuitively made sense...but they did it in such a way that people could find sensible ways of putting the findings into practice".*

Not all good teachers use every one of the following techniques or exhibit every characteristics; however, according to "Effective Schools Research" effective teachers do exhibit all or at least many of the following traits:

1. Tend to be good managers,
2. Use systematic instructional techniques,
3. Have high expectations of their students and themselves,
4. Believe in their own efficacy,
5. Vary their teaching strategies,
6. handle discipline through prevention,
7. Are usually warm and caring,
8. Are democratic in their approach,
9. Are task-oriented,
10. Are concerned with perceptual meanings rather than facts and events,
11. Are comfortable interacting with students,
12. Have a strong grasp of their subject matter,
13. Are readily accessible to students outside of their classes,
14. Tailor their teaching to student needs, and finally
15. Are highly flexible, enthusiastic, and imaginative.

Additionally, "Effective Schools Research" findings can be classified under the following scheme, namely:

Management and Instruction -- The Dynamics of Order

1. Effective classroom managers usually get off to a good start with substantial advance planning and organization before the school year gets started.

2. Effective teacher managers strive for responsible, businesslike, systematic behavior on the part of their students.

The Importance of Time

To increase the learning time, effective teachers frequently:

1. Pay attention to how time is allocated among subject matter areas so that no are is slighted.

2. Arrange grouping situations with care. If each group member is assigned an active role vital to the completion of the group's task, then the probability of no student's attention lagging or of certain students dominating the group will decrease.

3. Plan for smooth transitions between activities so that time does not melt away.

4. Make sure rules and procedures are clearly stated and understood before a lesson begins and thus, avoid having to repeat themselves.

5. Set an appropriate pace during each lesson. In some cases the more material a teacher covers, the greater the percentage of it that students seem to learn, but teaching memory/based skills usually requires a slower pace with drill and practice. Good teachers take these factors into account.

6. Make learning both interesting and challenging. Students who are bored are not engaged in learning.

7. Ensure that students understand the lesson, especially when assigning seat work. If students do not understand what they are to do or how to do it, the time can be wasted.

Disruption --- Prevention is the Key

To avoid disruptions, many effective teachers:

1. Stay aware at all times of what is going on in the classroom so potential disruptions are stopped early.

2. Become adept at doing more than one thing at a time. For example, they unobtrusively monitor the classroom while working with an individual student.

3. Maintain a good momentum by being well prepared. They have all the props ready. They deal with inattention in subtle ways -- such as, eye contact, calling on that student for the next answer, moving close to that student's desk -- rather than disrupting the class by bringing to much attention to an inattentive or disruptive student.

4. Keep the students alert and accountable by asking questions and varying techniques, such as interspersing choral responses with random selection or asking for volunteers.

5. Investigate effective use of behavior modification techniques that are construction and non-punitive, such as self-monitoring, effective use (not overuse) of praise, modeling, individual counseling, and active listening.

Art vs. Science

Effective teaching requires improvisation, spontaneity, and handling many forms, styles, and rhythms appropriate to the complex individual needs of all. There are so many variables on which effective teaching depends that many believe it is more an art than a science, a gift that one perhaps is born with and cannot be taught. The creativity and stamina of many teachers can both inspire and awe.

Yet, as researchers have observed teachers in the classroom, they have found that the more effective teachers exhibited common traits and techniques. Moreover, experiments have indicated positive and substantial results in changing teacher practice and thereby increasing student achievement.

Expectations

Good teachers not only motivate their students, organize the class, clarify the material, and provide illuminating generalizations, but they also project a "vision of excellence". Their expectations more often than not become self-fulfilling prophecies.

Teachers with high expectations:

1. Believe in their own efficacy. If students are not learning, good teachers look to themselves to find new teaching approaches: they do not try to blame student deficiencies nor look for other scapegoats.

2. Assign meaningful homework.

3. Make students accountable for their learning.

4. Communicate objectives and teach directly to objectives.

5. Not only demand achievement, but provide opportunities for it.

6. Are readily available to students outside of class, and finally

7. Believe that students can reach their potential.

Instruction:

Researchers also found that effective teachers share many common instructional techniques that have stood the test of time. Effective teachers may use a substantial repertoire of techniques such as simulations, role playing, direct instruction when basic skills/memory are involved and more indirect, individualized instruction for other subject areas, active monitoring during seat work, detailed presentations of material, independent practice, and student learning contracts.

Other methods researchers identified were:

1. Systematic teaching steps that involved regular sequences of review, directed study, monitored seat work, and relevant homework.

2. Overlearning -- a technique for teaching that ensures high success rates especially for younger students, in which teachers:

   2.1 Structure learning,

   2.2 Proceed in small but brisk steps,

   2.3 Give detailed instructions that are repeated,

   2.4 Provide many examples,

   2.5 Ask many questions and provide over, active practice,

   2.6 Provide feedback and corrections,

   2.7 Monitor seat work frequently, and

   2.8 Allow for substantial practice so students have success rates of 90 to 100%.

3. Techniques that foster higher thinking and problem solving:

   3.1 Regular checking for understanding,

   3.2 Inquiry, rather than overlapping, methods in which the teacher systematically present a a variety of examples, asks questions in different ways, and assists students in developing hypotheses and then evaluates and analyzes them.

4. Appropriate feedback and praise that is credible and spontaneous but not overdone.

Personal Characteristics

Effective teachers often exhibit:

1. Objectivity -- they treat all students equally and fairly. Moreover, they remain non-judgmental (of student differences, not behaviors).

2. Active listening -- they are fluent verbally, have a sense of humor, and can paraphrase student responses deftly to determine understanding and clarity.

3. Empathy, warmth -- they show respect for students by being aware of and accepting of students' thoughts and feelings, and by being able to understand the reality of each student's perspective.

4. Motivation -- they are strongly committed to their work and to their students and they are goal-oriented, and they also derive psychological rewards from teaching.

5. Student-centered style -- their concern is more for the student than the subject. As a result of their student centered style, they usually:

   5.1 Are careful not to stereotype students,

   5.2 Recognize effort and improvement,

   5.3 Plan for both the expected and unexpected,

   5.4 Model the expected behavior for students,

   5.5 Allow active involvement of students in the lesson plans, and

   5.6 Readily assess students needs and tailor teaching to the individual.

6. Innovation with a zest for learning -- such teachers seek inservice and additional training opportunities and keep up-to-date not only in subject area but also in pedagogical methods.

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Appendix D

What Should Principals Know to Assist in Implementing Era Three?

What Should Principals Know to Assist in Implementing Era Three?

1. Literacy skills -- Reading & Writing Across All Curriculums
2. Principles of Learning
3. Study Skill Strategies
4. Teacher Teaching Styles
5. Student Learning Styles
6. Multiple Intelligences
7. Integrated Thematic Instruction
8. How to Combat the Forgetting Curve
9. Higher Level Thinking and Questioning Strategies
10. Cognitive Learning Theory
11. Assessment Measures:
    - Curriculum Assessment
    - Student Assessment
    - Staff Assessment